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# Examiner's Report Principal Examiner Feedback

## Summer 2018

Pearson Edexcel GCE  
In Physical Education (9PE0)  
Component 3: Practical Performance

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This report reviews the moderation of practical performance (9PE03) for the examination series 2018.

Work for this series has been submitted for the purposes of external moderation through CD Rom, USB pen drives, hard copy or live moderation.

### **General Comments:**

Centres are thanked for the efficient administration of this examination series, the first full course to A Level in the life of the 2016 specification.

Centres commented again that they have welcomed the reduced coursework demands for the written task and the focus on (just) one performance in the practical component.

There were very few reported problems with visits, administration or deadlines for the submission of work, although the videoing of practical work needs further consideration for next year.

### **Component 9PE03: Practical Performance**

Practical performances are selected from a list of specified activities. The quality of performances typically ranged from being good to outstanding. Moderators reported that the majority of the marking was accurate overall and in line with national standards. Occasionally work had been marked leniently or severely. Moderators commented that the attitude and enthusiasm of the candidates and of others involved in the moderation, for example peers adding to the team numbers or primary school children for the coached sessions, was often exceptional.

Football continues to be a popular activity in terms of the number of participants, with the result that there appeared to be a greater spread of marks in this activity than in many others. The same was true to some extent in netball and rugby union. When observed, moderators suggested that dance was usually performed to a high standard.

Moderators also indicated that a good range of activities was observed with a noticeable increase in popularity of athletics where a number of candidates achieved well.

Moderators at live moderation days commented on well organised events with highly motivated candidates who worked hard to achieve

optimum performances on the day with many centres providing impressive and well planned practical sessions.

Although most candidates offered the performer role, there was an increased number on the previous year who opted to be assessed as a coach; the standard again ranged from good to outstanding.

A few centres opted to video the practical work so that it could be offered as evidence should the centre request a review of marks post moderation.

Feedback from moderators indicated that live moderations were consistently well structured. The vast majority of practical sessions were commensurate with the range of abilities to be observed and designed to enable candidates the opportunity to demonstrate skills in both a formal settings and, when necessary, under the pressure of opposed scenarios. There were a few instances when the level of demand of some activities was hampered by having insufficient numbers to enable more exacting practices to take place.

Moderators reported that for certain sports, such as rugby, it proved difficult to observe performances in the full game setting because of a lack of numbers. In these circumstances centres should provide video evidence to support this element of the assessment. Advice and guidelines about how best to record this aspect of the submission may be found in the specification and through training opportunities provided by Pearson.

A number of centres opted to provide recorded evidence. When this was done well, candidates were clearly identified and the video provided good quality and unobstructed action of the candidate performing. A suitable range of practices was included to stretch the candidate who was readily identified in the formal / competitive setting, which had appropriate quality footage.

However, some of the video evidence was disappointing, and in a number of instances failed to support the marks awarded by the centre. Moderators reported that a number of candidates could not be clearly identified, that the recordings were of poor quality, and that the level of performances observed did not support centre marks. Moderators reported that some centres acknowledged that video material had been gathered only a few days before being submitted, that some of it had not been seen by staff and that candidates had not been briefed about the requirements when asked to take personal responsibility for recording.

In particular, centres are reminded of the need to provide evidence of skills, techniques and decision making under pressure, to meet the demands of a conditioned practice **as well as** the formal/competitive situation.

As moderators base their judgements on the evidence provided, centres need to consider the guidance provided in the specification and the guidelines provided by Pearson.

Overall though, it is pleasing to be able to report on the high quality of much of the work observed. The quality of many performances allowed top band marks to be awarded with confidence and these were justified at moderation. Centre assessment in the majority of cases was accurate.